



Kentucky Transition News: Moving to Success!

*Information about moving from high
school to postschool environments*

Fall 2009

Volume I, Number 10

Welcome to ***Kentucky Transition News: Moving to Success!*** quarterly electronic newsletter. We provide information on transition for students with disabilities from high school to the community for professionals, students, and parents. If you have transition news you would like to share in the newsletter, contact Kathy Eversole, at kathy.eversole@kedc.org.

For more transition information, visit www.TransitionOneStop.org.

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Your Voice: Your Vote!

What constitutionally protected right that we learn about in elementary school have Kentuckians with disabilities frequently been unable to use? The right to vote.

If you would like to learn more about voting, voter registration, and other issues please contact Protection and Advocacy at 1-800-372-2988 or visit www.kypa.net. A copy of Protection and Advocacy's publication, "Your Voice: Your Vote," can be downloaded from <http://www.kypa.net/drupal/?q=node/395>.

Transition in Kentucky - *Instructional Support Network*

From KDE's ISN Instructional Resources

Refocusing Secondary Initiatives

The Secondary Branch of the Division of Secondary and Virtual Learning at the Kentucky Department of Education (KDE) have created a Power Point presentation that shares some of the work currently underway at the KDE in the realm of secondary education. This is by no means an exhaustive presentation of everything going on there but, it is a quick snapshot of the refocusing secondary initiative and a little of the background as to why we are currently working diligently to bring our high schools into the 21st century and graduate students capable of living and working in the 21st century global economy. You may view the presentation by clicking on the icon beside "Refocusing Secondary Initiatives" on KDE's website at <http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Instructional+Support+Network/ISN+Instructional+Resources.htm>.

Graduate Kentucky Summit

On September 11-12, 2009, Kentuckians from across the Commonwealth came together in Frankfort to participate in Graduate Kentucky: A Community Approach. This was a first of its kind comprehensive statewide conversation to not only understand why students are contemplating dropping out of school, but to also share ideas and best practices of how communities can play a pivotal role in reducing the dropout rate and creating a strategic vision for keeping our children engaged in school.

Kentucky's dropout problem will not be a simple problem to address. It will require complex solutions and ideas from dedicated educators, policy makers, parents, communities and students. Reducing our dropout rate is as tied to educational achievement as it is to workforce development, economic development, and the ability of Kentucky to offer its citizens an increased quality of life which is essential to the Commonwealth's competitiveness in the 21st century.

How to Prevent Your Student from Dropping Out

- Watch for the warning signs. Frequent absences, lack of participation in extracurricular activities, hearing students say they dislike school, and continual (over five) discipline referrals are all warning signs that students are at-risk of dropping out.
- Communicate with educators. If parent-teacher conferences are not at convenient times, try communicating with your student's teacher through mobile phone conversations or email. Ask teachers for consistent updates, not merely negative reports.

- Motivate your student. Help them understand the importance of achieving a high school diploma. Encourage them to develop high dreams and goals.
- Ensure consistent attendance. Make sure your student is attending every class.

Your children are the keys to a stronger, more prosperous Commonwealth. A healthy education coupled with the dedication and tenacity towards becoming an intelligent and informed citizen will not only enhance the intellectual prowess of Kentucky, but raise it to being a nationally recognized intellectual leader among its peers. Cultivating these sentiments can be your investment in our future.

Find out more about the Graduate Kentucky Summit and the upcoming Regional Summits planned for the fall of 2009 at www.graduatekentucky.gov.

Effective Transition Planning

The Individuals with Disabilities Education Improvement Act (IDEA) requires certain components be included in each student's Individual Education Program (IEP). Some of these components deal with transition planning. It is important that Admission and Release Committees (ARC) focus on the individual student's needs when beginning and implementing transition plans. Effective transition planning leads to successful graduation and postschool outcomes.

Student Involvement: An effective way to increase the potential of success of transition plans is to involve students in the process. Kentucky Administrative Regulations require that for children in 8th grade or age 14 and older, the ARC meeting invitation indicates that the ARC discussion will include postsecondary needs and/or services and that the student is invited to the meeting. Teachers and parents are encouraged to prepare the student for these transition planning meetings. If for some reason the student cannot attend a meeting, the ARC must ensure that the student's preferences and interests are considered.

Transition Assessments: In order to determine a student's transition needs, transition assessments are conducted. Transition assessment is the ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Transition assessments can be formal or informal, but must be age-appropriate. Age-appropriate means that the assessment reflects a student's chronological age. Examples include observations, task-analysis, surveys, interviews, interest inventories, self-determination assessments, career aptitude assessments, and individual intellectual and achievement evaluations. Participation in the Individual Learning Plan (ILP) development often begins this transition assessment process for students.

Multi-year Course of Study: A student's course of study is defined as a multi-year description of coursework to achieve the student's desired postschool goals,

from the student's current to anticipated exit year. In Kentucky, students plan their courses of study through the individual learning plan (ILP) process. The ILP's "education plan" is used by the ARC to document the student's course of study.

Documenting Transition Needs: Information collected from the transition assessments as well as an examination of the student's course of study provide the basis for the statement of transition service needs in the IEP's Present Level of Performance. The statement should address the student's needs, as applicable, in the areas of instruction, related services, daily living skills, community experience, employment, adult living objectives, and/or assessment.

Postsecondary Goals: Postsecondary goal is defined as an observable *outcome* that occurs after the person has exited high school or is no longer eligible for services. Kentucky Administrative Regulations require that beginning with the IEP when the student is 16 years old, there are postsecondary goals for education/training, employment, and if needed, independent living skills.

Transition Services: The term "transition services" is defined as a coordinated set of activities for a student with a disability that:

- Is designed to be within a results-oriented process, focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education; vocational education; integrated employment (including supported employment); continuing and adult education; adult services; independent living or community participation;
- Is based on the individual child's needs, taking into account their strengths, preferences, and interests;
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Postsecondary goal is defined as an observable *outcome* that occurs after the person has exited high school or is no longer eligible for services.

Evidence of Coordination with other Agencies: In the Kentucky Administrative Regulations, agency coordination is referred to as: to the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing transition planning, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Annual Goals: The measurable annual goals assist the IEP implementers in setting targets for instruction, access to the general education curriculum, and to enable a student to progress in the general education curriculum. For students age 16 and older, the ARC should develop annual goals that relate to the student's transition service needs.

Additional Assistance: *Postsecondary Goals*

A postsecondary goal is a statement that articulates what the student would like to achieve after high school. (This will usually be located on the transition page of the IEP).

- It is based on the student's strengths, preferences and interests
- It is based on age appropriate transition assessment
- It is written for both training/education and employment and where appropriate, independent living:
 - Training/Education – specific vocational or career field, independent living skill training, vocational training program, apprenticeship, OJT, job corps, 4 year college or university, technical college, 2 year college, etc.
 - Employment – paid employment (competitive, supported, sheltered); non-paid employment (volunteer, in a training capacity); military, etc.
 - Independent Living, (where appropriate) – adult living, daily living, independent living, financial, transportation, etc.

Training/Education and Employment may be combined to create one measurable post secondary goal or two goals can be written separately as long as both education/training and employment are included.

How is a measurable postsecondary goal written?

Begin with, "After high school" or "After graduation" and use results-oriented terms such as "enrolled in", "work" and descriptors such as "full time" or "part time".

For example:

Training/Education – Bob's goal, after high school, is to be enrolled part time in an emergency medical technician training program.

Employment – Bob's goal, after high school, is to work full time for the fire department, hospital or ambulance service.

OR these may be combined to create one goal such as:

Training/Education and Employment – Bob's goal, after graduation, is to be enrolled part time in an emergency medical technician program to prepare him to work full time for the fire department, hospital or ambulance service.

Independent Living Skills – Kim's goal, after graduation, is to live independently in her own apartment or home.

Additional Assistance: *Transition Assessments*

Contributed by LeAnn Marksberry, Caveland Educational Support Center

What does assessment have to do with successful transition to adult life? Everything! Lawmakers viewed its importance so much that it is part of the Individuals with Disabilities Education Act of 2004. IDEA requires that students receive age-appropriate transition assessments related to education, employment, and where appropriate, independent living skills. The results also should help students make a connection between their individual academic program and their post-school goals.

In Kentucky, we begin transition planning, and consequently assessment, no later than 6th grade for all students. For students with disabilities, the IEP begins to include transition planning when the child is in 8th grade or is 14 years of age. From this point onward, the IEP is future oriented and indicates students' and parents' vision of their lives after high school graduation. Age appropriate assessment should be reflected in the instruments chosen and used and should be based on chronological age, not developmental age.

For students with disabilities, the IEP begins to include transition planning when the child is in 8th grade or is 14 years of age.

Assessment information may come from a variety of sources and may be formal or informal. Formal assessments are primarily standardized tests that are purchased from testing companies and may have special requirements for administering. Some examples are intelligence tests and achievement tests. Informal assessments include observation, student and parent interviews, interest and work values inventories and work samples. These tests are less structured than formal tests and may not be validated or tested for reliability. Results of these assessments may be used in the referral process for formal assessments. Information obtained from these sources should be incorporated into the decision making process but should not stand alone or be the primary decision making component.

Students who have complex needs or are having difficulty matching their abilities with post school goals may require other approaches, such as person centered planning. The nature of their disability may preclude the relevancy of most standardized assessments, some may need accommodations and some may need specialized approaches to employment found through coursework such as the Community Based Work Transition Program (CBWTP).

The following assessments meet the age-appropriate assessment requirements and may be found in most Kentucky middle and high schools: Career interest inventory (computer and/or written); Adaptive Behavior Scale; current psychological evaluation data; interview with student; interview with parent; quarterly grades, semester grades or progress notes; state mandated test scores (standardized or

alternate); Individual Learning Plan (ILP) or Individual Graduation Plan (IGP); military aptitude, Armed Services Vocational Aptitude Battery (ASVAB); learning styles inventories; attendance records; transcripts; college entrance exams: EXPLORE, PLAN and ACT.

Additional information may be found on the following websites and through your Special Education Cooperative:

- Transition Coalition: <http://transitioncoalition.org/transition/index.php>
- Career Planning Begins with Assessment: [www.ncwd-youth.info/resources & Publications/assessment.html](http://www.ncwd-youth.info/resources&Publications/assessment.html)
- O*Net Tests and Other Assessments: www.onetcenter.org/

Planning for the Future is a Must!

Contributed by Leslie Lederer, Protection and Advocacy

You can't get where you are going if you don't know where that place is. We have to begin transition planning with the END in mind because at age 16 we write transition goals for our students for the future. (See article on goals, page 5)

Students should be active participants in transition so their voice is heard. They and their family need a future vision so they can make a plan to get there.

For students with disabilities, it is often hard to imagine what they will be doing when they leave school so it is important to sit down with the student and others involved in their life and talk about what their life might look like when they leave school.

Picture that it is the year after the student exits school. What are they doing? Do they have a job? Are they attending college, vocational school or some other training? Are they connected to their community? What are they doing during the day? Where are they living?

We have to begin transition planning with the END in mind

Futures Planning is a time to brain storm and think outside the box to what a desirable future could look like. The Futures Planning process helps create new possibilities to build a better future for the student's adult life.

Once you know where this student is going, you can come back to what they need to be doing this school year to work on goals and activities

to get them to that desirable future.

There are different ways to do this but generally, groups sit down outside of the ARC time and take at least two hours to go through this process. Most groups will revisit the Futures Plan throughout the high school years to make adjustments and changes and many people use it on into their adult life.

Resources:

The Kentucky Person Centered Network Home Page: www.kypcpnetwork.org

Jack Pearpoint, Marsha Forest and John O'Brien who developed many tools, including PATH and MAPS, to assist with planning for both individuals and organizations: www.inclusion.com

Life-Building: A futures Planning Process by Beth Mount: www.capacityworks.com

Any and every resource related to person-centered planning and other topics to helping people have a good life: www.qualitymall.org

Student Resource: *Mapping Your Future*

Mapping Your Future is a free resource for career, college, financial aid, and money management information. Their goal is to help individuals achieve life-long success by empowering students, families, and schools with free, web-based information and services.

For more information, visit www.mappingyourfuture.org.

Parent Resource: *Disability.gov*

This redesigned federal Web site connects the more than 50 million Americans with disabilities to thousands of trusted resources on disability-related issues, programs and services. The site features comprehensive information from 22 federal agencies, as well as educational institutions, non-profit organizations and state and local governments. Topics covered on the site include: benefits; civil rights; community life; education; emergency preparedness; employment; health; housing; technology; and transportation.

To review this information, go to www.disability.gov.

REFERENCE POINTS: *Updated Website for the National Collaborative on Workforce and Disability*

The National Collaborative on Workforce and Disability for Youth has (NCWD/Youth) released an updated version of its content rich website, <http://www.ncwd-youth.info/>. Since the original launch of the NCWD/Youth website, it has been the go-to place for information relating to youth with disabilities and the workforce development and transition systems supporting them in their transition to the world of work.

The updated version of the website offers new content areas focusing on what all youth need with an emphasis on youth with disabilities and other vulnerable populations:

- Workforce Development
- Professional Development
- Youth Development and Leadership
- Helpful resources including expanded definitions, acronyms, and helpful links for a variety of topical areas
- White papers, manuals, guides, and fact sheets on a variety of policy areas

Additionally, the website features a fresher look and a user-friendly interface including:

- Easier search capabilities
- Publications arranged by categories
- Fast access to Innovative Strategies
- Updated contact list for High School/High Tech sites

The updated version of the site provides numerous publications free of charge, background papers, InfoBriefs on a variety of topics, and much more.

NCWD/Youth assists state and local workforce development systems to better serve all youth, including youth with disabilities and other vulnerable youth. The NCWD/Youth, created in 2001, is composed of partners with expertise in education, youth development, disability, employment, workforce development, and family issues. Funded by a grant from the U.S. Department of Labor's Office of Disability Employment Policy (ODEP), the NCWD/Youth is housed at the Institute for Educational Leadership in Washington, D.C. NCWD/Youth offers a range of technical assistance services to state and local workforce investment boards, youth councils, and other workforce development system youth programs.

Note: REFERENCE POINTS, transition updates from the TATRA Project, features resources and information to help parent organizations, advocates and professionals better serve adolescents and young adults with disabilities, and their families. Administered by the TATRA Project at PACER Center www.pacer.org, REFERENCE POINTS was launched with the initial support from the National Center on Secondary Education and Transition www.ncset.org. TATRA is funded by the U.S. Department of Education, Rehabilitation Services Administration.

I Need Help! Supports and Services from Kentucky Agencies

In each issue of ***Kentucky Transition News: Moving to Success!*** a different agency that may help with transition related issues will be featured.

Kentucky Housing Corporation

What is the Kentucky Housing Corporation?

Kentucky Housing Corporation (KHC), created by the 1972 General Assembly, is a self-supporting, public corporation of the Commonwealth of Kentucky administratively attached to the Finance and Administration Cabinet. A portion of Kentucky Housing's funds are derived from the interest earned through the sale of tax-exempt mortgage revenue bonds.

What services does the Kentucky Housing Corporation offer?

Contributed by Ruth Ann Cooper, Kentucky Housing Corporation

From the proceeds mentioned above, Kentucky Housing has made homeownership possible for over 82,000 Kentucky families. Kentucky Housing also operates through the receipt of fees for administering federal programs including rental assistance that makes safe, decent, affordable housing available to more than 27,000 low-income Kentuckians. Other programs offered by Kentucky Housing include rental housing production financing, homeownership education/counseling and a variety of rental assistance, housing rehabilitation and home repair initiatives.

Kentucky Housing has made homeownership possible for over 82,000 Kentucky families.

Kentucky Housing works with many partners across the state including lenders, government agencies, nonprofit housing providers, builders, real estate agents, community organizations, and developers to create affordable housing opportunities through an array of programs and services.

As the state housing finance agency, Kentucky Housing Corporation is committed to putting people first as we continue to build partnerships and provide safe, quality, affordable housing. Kentucky Housing Corporation's Specialized Housing Resources (SHR) Department helps carry out that goal by administering specialized housing programs that serve Kentuckians with special needs and extremely low incomes. SHR programs serve the homeless, persons with mental illness, survivors of domestic violence, persons with AIDS, and many other populations.

As new programs are developed to reach the hardest-to-serve Kentuckians, SHR staff provides resources to support these programs. Program funds typically are awarded to local nonprofits that, in turn, serve clients in their communities. Individuals and families in need of these services can contact agencies in their communities to access these programs.

Through the Supportive Housing Program, KHC works with the Home of the Innocents located in Louisville, Kentucky. Home of the Innocents reaches out to and advocates for children, youth, and their families, by providing care and shelter during critical times. Home of the Innocents has opened its arms to kids in crisis since 1880 in the region. The Home provides loving, therapeutic care to children who are victims of abuse, abandonment, and neglect, or who have autism, through the Childkind Center, and loving and skilled care to medically fragile children in the Kosair Charities Pediatric Convalescent Center. Almost 300 children a day are helped through one or more of the various programs offered by the Home and a total of 2,032 children, young adults and at-risk families were served last year. All programs at the Home are full and most now have significant waiting lists. The Home is licensed by the Commonwealth of Kentucky and is accredited by the Council on Accreditation.

The Specialized Housing Resources Department at Kentucky Housing Corporation has a wide range of programs and services to assist individuals and families with special needs across Kentucky.

Home of the Innocents Success Story

Jane Doe, age 18 at time of intake, was referred to our permanent supportive housing program from Wayside Christian Mission's single women's shelter. Her family came to Louisville from California, where her mom struggled with drug use and poverty-related issues. Ms. Doe grew up in subsidized housing in San Diego. She and her mother had been staying at the shelter in Louisville for over a year. Ms. Doe had participated in the work therapy program through the shelter and shown great progress toward her stated goals. She struggled with drug use, mental illness, and self-injurious behaviors (cutting) in her recent past. Once in the Home program, her case manager helped her find appropriate housing in an apartment of her choice in a very eclectic neighborhood with many job opportunities. Ms. Doe got a job at a coffee shop up the street and began studying for her GED. She attended the program's weekly peer support group, where she stood out as a person with wonderful insight and much to offer group members in the way of support, encouragement, and realistic feedback.

Ms. Doe encountered some conflicts with her landlord but, through the support of her case manager, was able to work her way through them and ultimately secure a different apartment. She has a great ability to advocate for herself and enlist the support of others to advocate on her behalf. Ms. Doe has worked at a local sandwich shop for over a year and has been promoted to assistant manager at her store. She was very excited to be receiving healthcare benefits and likes wearing her special "member of management" collared shirt instead of the t-shirt she formerly wore. She is finished with the school work portion of her GED preparation and just needs to take the test. With the assistance of housing and services funding provided through KHC's Specialized Housing Resources Department, Home of the Innocents has helped Ms. Doe achieve housing stability, progress toward her GED, and employment income.

Programs and Initiatives of KHC's Specialized Housing Resources Department

<u>Program</u>	<u>Targeted Population(s)</u>
Emergency Shelter Grant (ESG)	Homeless individuals and families
Housing Opportunities for Persons With AIDS (HOPWA)	Persons with AIDS or related diseases and their families
HOME Tenant-Based Rental Assistance (HOME TBRA)	Low-income households with special needs

Supportive Housing Program (SHP)	Homeless individuals and families or homeless persons with disabilities
Shelter Plus Case (S+C)	Homeless individuals and their families with at least one adult who has a disability
Samaritan Housing Program	An unaccompanied adult who has a disability and has been homeless for twelve consecutive months or had four episodes of homelessness within the last three years
Safe Havens (state-designed program)	Individuals or families who are currently seeking to leave a shelter or who are otherwise in critical need of housing
Family Self-Sufficiency	Housing Choice Vouchers participants who voluntarily enroll in this program, which establishes an escrow account based upon their rent subsidy
Recovery Kentucky	Individuals with drug and/or alcohol addictions

How can I learn more?

More information about Kentucky Housing Corporation and Specialized Housing Resources programs and services can be found at www.kyhousing.org. You can also contact Davey King at dking@kyhousing.org or Paula Johnson at pjohnson@kyhousing.org or by calling toll free in Kentucky (800) 633-8896 or (502) 564-7630, 412 or 208, respectively, or TTY 711.

Correction

In last quarter's ***Kentucky Transition News: Moving to Success!*** The contact information for **Four Rivers Behavioral Health** Mental Health Center was incorrect. Their information should have been as below:

Four Rivers Behavioral Health
P. O. Box 1637 (physical address is 1100 Walnut St.)
Owensboro, KY 42302-1637
Phone: (270)689-6500

We apologize for any inconvenience.

SAVE THE DATE



Regional Parent/Professional 1-Day Mini Conference

TO BE HELD IN 2 LOCATIONS

Saturday, September 19, 2009
9:00 am to 4:00 pm
EKU, Perkins Building, Richmond

AND

Saturday, October 10, 2009
9:00 am to 4:00 pm
Herald Whitaker Middle School, Salyersville

CONTACT

Carol Brooks, Berea RTC/PRC, 859-986-1929
Ginger Brashear, UCSEC/PRC, 606-549-7001 Ext. 4411

6 hours Professional Development Credit available.
Emergency/Probation teachers may also earn 6 clock hours of training.



COUNSELING: SURVIVING & THRIVING

October 21-23

This year's conference will focus on counselors of **all fields** and our ability to thrive in the current situation. Workshops will provide new tools for assisting our clients/students and a renewed prospective for ourselves as counselors.

Keynote Speakers

ACA Presidential perspective - Dr. Lynn Linde

Internet Safety Expert - Ms. Doris Settles

The Laugh Doctor/Psychiatrist - Dr. Clifford Kuhn

Session topics include:

Inspiring Career Development Through Critical/Creative /Thinking
Autism - Diagnosis, Treatments and Complimentary Supports
Chemical Dependency Primer for the Mental Health Provider
As Students See It: Exclusion/Inclusion, Bullying and School Violence
Teenage Dating Violence
Cyber bullying: Our Youth are Dying to Get Online
Active Duty Military: Systemically Treating PTSD
School Policy Strip-Search Limits
Mental Health Challenges in the African American Community
Neuroscience and the Counseling Relationship
Using Reality Therapy in Schools
Play Therapy-Directive or Non-Directive?
Developing Faculty-Student Research Teams
The ILP, The School and the Student - Keys to Student Success in the 21st Century
Using Twilight as a Therapeutic Metaphor
Kentucky Retired Teacher Association Working for You
Investment and Financial Planning 101: 2009 Updates

Not only can you earn CEU's and EILA hours, but you can:
reconnect, reinvigorate and renew yourself and your skills.

FOR LATEST INFORMATION AND REGISTRATION, GO TO www.kyca.org

What's Happening!? Upcoming Events in Kentucky

44th Annual Exceptional Children's Conference The Stimulus Package for Our Kids THE GALT HOUSE, LOUISVILLE, KENTUCKY NOVEMBER 22-24, 2009

KEYNOTE PRESENTATION ON NOV. 23

GREAT DOOR PRIZES AFTER THE KEYNOTE! PLUS – OVER 150 BREAKOUT SESSIONS, WORKSHOPS AND INSTITUTES

- Topics will cover a variety of the major issues of the time. Over 50 exhibitors have expressed interest. A \$105.00 conference registration fee will cover your attendance and access to exhibits.
- Special hotel rates are available at the Galt House until October 23. Rates in the East are \$149 single/double; \$159 Triple; \$169 quad. Rates in the West Tower are \$119 single/double; 129 triple; 139 quad. Parking is \$12 per day. For hotel reservations contact the Galt House at 800-THE-GALT or 502-589-5200, mention "KYCEC". You may also reserve your room online – www.galthouse.com – group code is #116227.
- Six hours of training will be offered on Sunday, November 22 as an opportunity for emergency/probationary teachers who need to get all their hours in one day, or for any others who choose to participate.

This conference is being hosted by the Kentucky Council for Exceptional Children in collaboration with the Kentucky Department of Education, Council of Administrators of Special Education, Council for Children with Behavior Disorders, Division of Early Childhood, Special Education Cooperatives, Parent Resource Centers, Regional Training Centers, Kentucky Schools for the Blind and Deaf, Learning Disabilities Association, VSA of Kentucky, KY School Board Association, and others. There is a registration form below for your convenience.

REGISTRATION FORMS WITHOUT PAYMENT OR P.O. ENCLOSED WILL NOT BE ACCEPTED.

44th Annual Exceptional Children's Conference
Galt House East, Louisville, Kentucky
November 22-24, 2009

THE FOLLOWING INFORMATION IS USED FOR MAILING YOUR CONFERENCE CONFIRMATION AND RECEIPT, SO PLEASE PRINT LEGIBLY. ONE FORM PER PARTICIPANT.

Name _____

Street Address _____

City _____ State _____ Zip _____

Phone: Home _____ Work _____ E-mail: _____

School District/Agency: _____

Conference Registration until November 2 \$105.00

Student Registration and Retired Educators (currently not working) until November 2 \$ 50.00

On Site registration, or ANY registration received AFTER November 2 add \$15.00

One day registration until November 2 Circle day Sun. Mon. Tues. \$ 70.00

Tuesday Awards Luncheon (Teacher of the Year and KDE Report) \$ 20.00

Total \$

Advisor's signature required for student registration _____ Check or PO # _____

Please list any special accommodations or needs _____

MAKE CHECK OR P.O. PAYABLE TO KYCEC (or Kentucky Council for Exceptional Children).

BE SURE YOUR CHECK OR P.O. ACCOMPANIES YOUR REGISTRATION FORM.

DO NOT SEND REGISTRATION FORM WITHOUT PAYMENT.

MAIL OR FAX THIS FORM AND YOUR PAYMENT TO: Fall Conference, Attn. Bill Porter, PO Box 991, Franklin, KY 42135; fax 270-586-2809.